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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of the research was an experimental research. According to Creswell (2012, p.295), an experiment research tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. Firstly, we decide an idea which to experiment assign individuals to experience it. Then, determine whether those who experienced the idea performed better on some outcome than those who did not experience it. So, in this research, the writer practiced the plus minus interesting strategy at State Junior High School 3 Tambang to determine whether it influences the students' ability.

The experimental research used Quasi-Experiment design. In this design, the writer used pretest and posttest of non equivalent control group design. Furthermore, Creswell (2012, p.310) said that the writer can use intact group the experimental and control treatments, give a pretest to both groups, hold experimental treatment activities with the experimental group only, after that give a posttest that is used to assess the differences between the two groups. In conducting this research, the eight grade students at State Junior High School 3 Tambang was participated in the pretest at the beginning of the study to know their prior knowledge. After that they were given treatment at the end of study, the students were given post-test. In this research, the pre-

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test and post-test were compared in order to determine the effect of using plus minus and interesting strategy on students' speaking ability.

The design of this research can be illustrated as follows:

Table III.I
Quasi Experimental Design

Class	Pre-test	Treatment	Post-tests
Experiment	T1	√	T2
Control	T1	X	T2

Where:

T1 = Pre-test for experimental group and control group

√ = Receiving particular treatment

X = Without particular treatment

T2 = Post-test for experimental group and control group

B. The Location and the Time of the Research

The research was conducted from July to August 2017. The location of this research is at the State Junior High School 3 Tambang which is located in Kubang Raya, Pekanbaru

The Subject and the Object of the Research

The subject of this research was the second year students at State Junior High School 3 Tambang. The objects of this research were students' speaking ability and Plus Minus Interesting Strategy.

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D. The Population and Sample of the Research

1. Population

The population of this research was the second year students at State Junior High School 3 Tambang in 2016-2017 academic years. It has 4th classess in State Junior High School 3 Tambang. The number of second years students of State Junior High School 3 Tambang was 114 students.

TABEL III.2
The Total Population of the Research

No	Class	Number Of Students
1	VIII 1	30
2	VIII 2	28
3	VIII 3	28
4	VIII 4	28
	TOTAL	114

The population was too large taken as sample. According to Hartono (2015, p.208), if the population is more than 100 person, so the sample would be taken between 10-15% or 20-25% or more than it. So, the writer took two classes to be taken as sample. The writer used cluster random sampling in this research.

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2. Sample

So, the writer chose VIII 3 as experimental class and VIII 1 as control class. Those were as the sample of the research consisting of 58 students.

Tabel III.3
The Sample Of The Research

No	Class	Class	Students
1	Experiment class	VIII 3	28
2	Control class	VIII 1	30
Total			58

The writer took 2 classes through cluster random sampling, Fraenkel & Wallen (2006, p.97), stated that the cluster random sampling is a sampling in the selection of groups, or clusters, of subjects rather than individuals. They also claimed that the advantages of cluster random sampling are that it can be used when it is difficult or impossible to select a random sample of individuals, it is often far easier to implement in schools, and it is frequently less time-consuming.

E. The Technique of Collecting Data

In order to get the data that are needed to support this research, the writer used Oral presentation test to gain the information about speaking ability from the students by giving statements to be considered. The students were asked to consider the statement given by the teacher and discuss in some groups. Then, the students were asked to share their ideas based on considering statement to measure their speaking ability.

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The writer used pre-test and post-test in collecting data. Pre-test was used to know students' speaking ability before doing treatment. In the activity of pre-test, the students described some of pictures and shared their ideas with their friends. After that, the writer did the treatment by using plus minus interesting strategy and gave them exercise. In the last meeting, the writer gave the students post-test.

There were three activities that were crucial in collecting data used in the experimental research. They are :

1. Pre-test

Pre-test was given by writer to the students taught by using Plus Minus Interesting Strategy for experimental class and without using Plus Minus Interesting Strategy for control class. It was done at the first meeting.

2. Treatment

The treatment was conducted for experimental class only by using Plus Minus Interesting Strategy. It was given after the students did pre-test. Meanwhile, the control class was given another strategy instead of doing treatment.

3. Post-test

Post-test was given to the students after they were taught by using Plus Minus Interesting Strategy for experimental class and without using Plus Minus Interesting Strategy for control class.

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According to Arikunto (2009), there is a classification to maintain the students' score as follows :

Table III.4
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

1. Validity

According to Brown (2003, p.3), test is a method to measure a person's ability, knowledge, or performance in a given domain. Besides, Brown stated that one of criteria for testing a test is validity. Moreover, Gay and Airasian (2000, p 161) explained that validity is the most important characteristic a test or measuring instrument can possess. It is concerned with the appropriateness of the interpretation made from test scores. There are three kinds of validity, they are: content validity, criterion related validity, and construct validity. In this research, the writer used content validity. The writer used the materials tested based on the materials that they learned that contain in descriptive text.

2. Reliability

To gain the reliability of test, the writer used inter-rater reliability. According to Brown (2003, p.21), inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack

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of attention to scoring criteria, inexperience, inattention, or even preconceived biases.

In this research, the writer used inter-rater reliability formula because the writer used two raters in assessing and giving the score of the students' speaking. The scores given by rater 1 were correlated to scores given by rater 2. Henning (1987, p.82), explained that if rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be inter correlated. Then, the intercorrelation of the raters is used in finding the realibility of the test.

Gay and Airasian (2000, p.169) stated that reliability is the degree to which a test consistently measures whatever it is measuring. The testing of students' reading comprehension must have reliability in order to get the same scores obtained when the test is consistent and dependable. It can be concluded that reliability is used to measure quality of the test score and consistency of the test. According to Cohen et.al, (2007), the guidelines for reliability is as follows:

Table III.5
The Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

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In this research, the writer used SPSS 20 to calculate the reliability of test. The result of test reliability is as follows:

Case Processing Summary

		N	%
Cases	Valid	28	48.3
	Excluded ^a	30	51.7
	Total	58	100.0

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.844	2

The reliability of test was 0.844. It is categorized into highly reliable level.

F. The Technique of Data Analysis

The collected data on the quality of aspects of speaking which is produced by the students was rated by two raters in order to gain justified scores for authenticity of the data analysis from at least two lecturers at the English Education Department of UIN Suska Riau. According to Brown (2001, p.173), the raters rated the data by using the indicator of success based on the oral proficiency scoring categories proposed.

To find out it there is a significant effect of using plus minus interesting strategy on students' speaking ability of the second year at State Junior High School 3 Tambang, the data were analyzed by using statistical method. The writer used score of post-test of the students' speaking ability from control class and experimental class. The writer analyzed the data by

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using independent sample t-test formula and the data were analyzed through SPSS Version 22 program.

1. Independent Sample T-test

According to Hartono (2010), T-test is used to measure the significant difference between two mean samples from two variables. Hence, Miles and Philip (2007) also defined that the Independent sample t-test is usually the most powerful and this test can spot significant differences in data. In using independent sample t-test, the writer had to make three assumptions about the data:

- a. The data are measured on a continuous.
- b. The data within each group are normally distributed.
- c. The standard deviations of the two groups are equal.

Pertaining to Hartono's idea (2015, p.177), the function of independent sample t-test is to find out whether there is significant difference between two variables or not. To know about that, the writer can look at the sig. (2-tailed) which appears under the section labeled t-test for equal of means.

2. Effect Size

The writer was used effect size in this research to find out it there is a significant effect of using Plus Minus Interesting Strategy on students' speaking ability of the second year at State Junior High School 3 Tambang. According to Field (2009), effect size is really more useful when we want to describe a focused effect. If the correlation coefficient

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has a value of 0 there is no effect, and if the correlation coefficient has a value of 1, there is a strong effect. So, the writer decided to use effect size also in this research.

According to Pallant (2010), the Formula of eta squared is:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where:

η^2 = eta squared

$t^2 = t_o$

N = number of students

The guidelines proposed by Cohen (1998, pp. 284-287) quoted in Pallant for interpreting these values are:

- .01 = small effect
- .06 = moderate effect
- .14 = large effect